

VISIT...

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## Tutor Teaching Tips

## Lesson 38: Digraph -ng • Part 1

### MATERIALS

Letter page

### Introducing Digraph -ng



10–15 minutes

Point to the word *king* on the letter page as you read the word. Explain that the letters *n* and *g* together make the sound of /ng/ at the end of the word *king*. Have the child repeat the sounds: /ng/. Point to the words at the bottom of the page and have the child read the words with you. Ask the child to point to the letters that stand for the /ng/ sound in each of the words.

Word cards

Show the child an example word from each word family (-ing, -ang, -ong, -ung), for example, *wing*, *sang*, *long*, *rung*. Read the words on the cards with the child as you run your finger under the word. Mix the cards up and have the child sort the cards according to their word families. If necessary, write the word families in a row on paper and have the child place the cards under the appropriate ending.

Letter cards:  
*s, p, r, n, g, i;*  
Workmat

### Blend Words



5–8 minutes

Give the child the letter cards *s, p, r, i, n, g* and the workmat. Have the child say the word *spring*. Have the child line the letters under the row of six boxes. Have the child push up the letters *s, p, r,* and *i* as he/she says the sounds. Ask the child what two letters he/she needs to push into the last two boxes to make the /ng/ sound at the end of the word. Guide the child to push up the letters *n* and *g* into the last two boxes as he/she says /ng/.

Letter cards:  
*s, t, r, n, g, a,*  
*o, u*

Say the word *rang* and ask the child how many sounds he/she hears in the word (3). Ask the child what two letters make the /ng/ sound at the end of the word. Have the child find the letters he/she needs to make the word *rang* on the workmat. Repeat with the words *strong* and *strung*.

Game cards;  
Game board;  
Markers

Place the cards face down in a stack. Have the child draw a card and read the word. If the word is read correctly, the child can move the number of spaces along the game board indicated on the card. Have the child place the card at the bottom of the stack. It is now your turn to draw a card.

Flash cards:  
*before, eat*

### Teach High-Frequency and Story Words



5–8 minutes

Read each new high-frequency word to the child as you hold up the flash card. Have the child look at the card and repeat the word. Then have the child look at the card and spell it out loud, saying the letter names while writing it in the air with his/her finger.

Flash cards:  
*bird, thing, lost,*  
*snow, tree*

Read each story word to the child while you hold up the card. Have the child repeat each word several times while looking at the card.

Flash cards:  
complete set

Read each review high-frequency word with the child as you hold up the card. Then combine all the cards and flash the cards several times for the child as he/she says each word. Tell the child the word if he/she forgets.

## Tutor Teaching Tips

## Lesson 38: Digraph -ng • Part 2

### MATERIALS

Letter page

Letter cards:  
l, s, w, p, r, n, g,  
c, u, a, o, i

Flash cards

Practice sheet

Decodable book:  
*The King Lost  
His Ring*

Decodable book;  
Take-home  
practice sheet

Game cards;  
Game board;  
Markers

### Review Part 1



5–10 minutes

Show the child the letter page and review the digraph. Ask the child to say some words that end with the digraph.

Say the word *lung*. Have the child tell you how many sounds he/she hears in the word (3). Tell the child he/she will need four letters to spell the three sounds in the word *lung*. Repeat the sounds and have the child find the letters to use. Have the child push up the letters into the row of four boxes on the workmat as he/she says each sound. Ask the child what two letters he/she needs to make the /ng/ sound at the end of the word. Have the child run his/her finger under the word as he/she reads the word. Repeat with the words: *swing*, *clang*, and *prong*.

Show the child the flash cards one at a time and have the child read each word. Repeat several times.

### Decoding Practice



15–20 minutes

Point to the word *single*. Cover *-le* with your finger, and have the child sound out the word *sing*. Then uncover the *-le* and have the child read the whole word. Repeat with the word *longer* by first covering the *-er* ending. Repeat with the word *linger*. Make sure the child understands what *linger* means. Have the child sound out the rest of the words in row 1 as he/she runs his/her finger under the letters in each word.

Have the child sound out the review words in row 2. Point out the *-ing* ending on the word *shining*.

Have the child read the high-frequency words in rows 3 and 4 quickly without sounding them out. If the child hesitates, tell him/her the word and have him/her repeat it.

Have the child read the phrases in row 5 and the sentences in row 6, sounding out the decodable words and saying the high-frequency words quickly.

Have the child sound out the words in the decodable book. If he/she has difficulty, say the word slowly and have the child repeat it. Have the child read the high-frequency words and story words quickly, without sounding them out. If the child doesn't know a high-frequency or story word, tell him/her the word.

When the child has finished reading the book, ask the child to tell you what problem the king had. Ask who found the king's ring.

### Home Connection

Encourage the child to take the book home to read with a family member or to practice reading the book. Tell the child that you will listen to him/her read the book next session. Have the child complete the take-home practice sheet with a family member.

### Optional Activity

If time permits, play the game from Part 1 again.

# Digraph -ng



**king**

**gang**   **song**   **sprung**

wing

fling

bring

sting

sang

bang

slang

fang



long

song

prong

strong

rung

clung

stung

swung



|   |   |   |   |   |
|---|---|---|---|---|
| s | p | r | n | g |
| t | c | l | w | a |
| o | u | i |   |   |
|   |   |   |   |   |
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sling

4

string

4

swing

5

king

2

gang

3

hang

3

fang

3

rang

2

gong

5

tong

4

strong

4

long

1

sung

1

clung

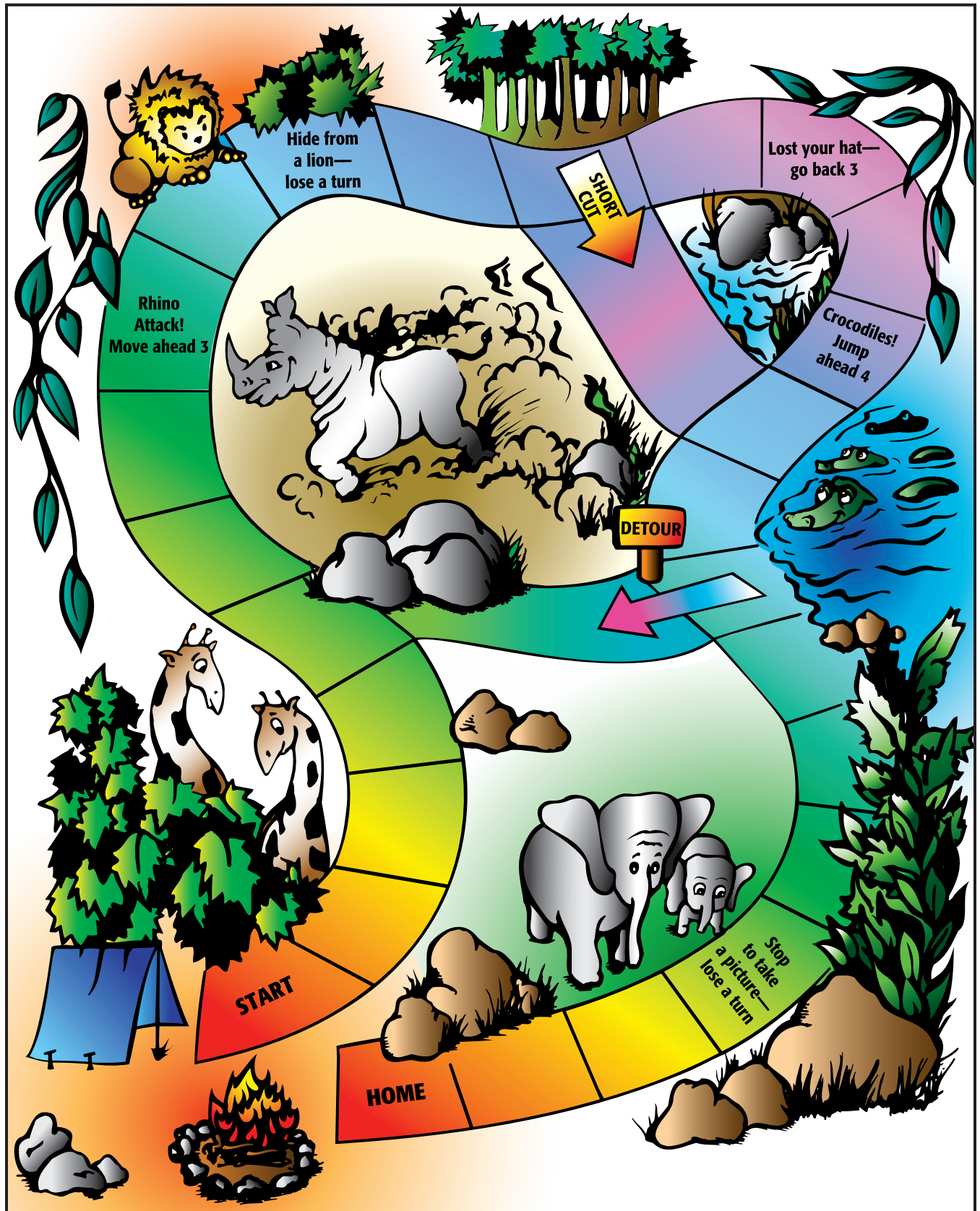
3

lung

2

sprung

3



before

eat

lost

snow

thing

bird

tree

saw

have

my

could

one

day

so

has

looked

**INSTRUCTIONS:** Ask the child to practice reading the words and phrases below before reading the book.

|                                |                                                                                         |
|--------------------------------|-----------------------------------------------------------------------------------------|
| <b>1</b><br>New words          | king • single • ring • long • longer<br>gang • linger • strong • wing                   |
| <b>2</b><br>Reviewed words     | such • sick • shame • back • much<br>shape • shining • nice • squire<br>picked • dashed |
| <b>3</b><br>New h-f words      | day • look • said • have • my<br>you • so • me • I • before • eat                       |
| <b>4</b><br>Reviewed h-f words | saw • have • my • could • one<br>day • has • so • looked                                |
| <b>5</b><br>Phrases            | my ring finger<br>a long wing<br>a strong gang                                          |
| <b>6</b><br>Sentences          | The king swung on the swing.<br>The gang sang long sad songs.                           |

**INSTRUCTIONS:** Have the child cut out the words at the bottom of the page and paste them on the lines under the correct word family. Then have him/her write two other words for each word family on the remaining lines.

**-ang**

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**-ing**

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**-ong**

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**-ung**

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gong

slung

sling

hang

fling

tong

rung

gang